

USE OF THE OVERHEAD PROJECTOR FOR THE INSTRUCTION  
OF FIVE SELECTED READING SKILLS IN  
HIGH SCHOOL ENGLISH CLASSES

by

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## THE PROBLEM

Statement of the problem. Many reading skills have been identified as skills to which high school English students should be introduced, reintroduced, and given an opportunity to practice. They include (1) learning to use the library, (2) learning to use various reference materials, (3) learning to use study aids in text books, (4) learning study methods, (5) learning to adjust reading speed to type and difficulty of material and to reading purpose, (6) learning to comprehend written material by improvement of vocabulary, organization of important details in written materials, realization of the author's purpose in writing, and development of understanding of literature, (7) learning to evaluate informative material intelligently, (8) learning to apply concepts gained from reading to confronting situations, and (9) learning to present written material orally.<sup>1</sup>

Many of the identified skills were not selected for this present study. They include recognizing the author's purpose in writing, learning to evaluate informative material, learning to apply concepts gained from reading to confronting situations, learning to present written material orally, and learning to understand literature, other than short stories.

For this study five skills from the many identified were selected. They were vocabulary growth, using reading rates, a method of study,

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<sup>1</sup>"Reading Skills and Methods of Teaching Them," Kansas Studies in Education in Reading in the Secondary Schools, M. Jerry Weiss, ed. (New York: The Odyssey Press, Inc., 1961), pp. 237-238.

organizing ideas in informative material, and reading short stories. For each of the selected skills it was the purpose of this study to develop materials and ideas for reading instruction in high school English classes by (1) making transparencies for classroom use with the overhead projector, (2) using many of the transparencies for reading instruction in high school English classes, and (3) making suggestions for the use of the materials in the classroom.

Importance of the problem. The secondary school teacher, particularly on the high school level tends to consider himself primarily a subject matter teacher. He is a subject matter teacher, but his efforts to teach his subject are often frustrated when his students have trouble reading and understanding necessary textual and supplemental materials. Not knowing how to cope with reading deficiencies, the teacher accepts no responsibility in correcting them. He blames the students' elementary school teachers who failed to teach them to read. He questions the wisdom of the state agency which made his subject a required course, and he plods through the text, hoping that some information on the subject under study will penetrate his students by osmosis.

Students may have had poor reading instruction in elementary school. The state's requirements may have complicated a teacher's work. The teacher, however, is not relieved of his dual responsibility of teaching his students not only the subject but also how to read and understand the subject. One recent study found agreement



among reading authorities that "subject matter teachers should have the responsibility of teaching the specific reading skills needed for their subject areas."<sup>1</sup>

Reading is not a biological response as is hunger, nor is it an emotional reaction as is joy. It is learned behavior, and it takes a lifetime to learn.<sup>2</sup> The formal instruction of reading must usually take place during a student's whole lifetime in school.

Learning to read is a complex process.<sup>3</sup> The instruction of reading must be planned.

The "shotgun" or incidental approach to the teaching of reading skills is the worst possible way to improve reading. It is a willy-nilly excuse, in most cases, for avoiding work and responsibility. Careful testing and evaluation of needs must precede instruction. Then a systematic plan for teaching skills must follow diagnosis.<sup>4</sup>

High school English teachers must face the fact that they, as subject matter teachers, share with their colleagues the responsibility of providing systematic reading instruction for their students. In addition, it is probably true that "to the English

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<sup>1</sup>J. Harvey Littrell, "Designing the Reading Program," Reading in High Schools, Volume 1, Number 4, (Summer, 1964), p. 113.

<sup>2</sup>Ruth Strang, Constance M. McCullough, and Arthur E. Traxler, The Improvement of Reading (third edition; New York: McGraw-Hill Book Company, Inc., 1961), p. 28.

<sup>3</sup>Ibid.

<sup>4</sup>Robert Karlin, Teaching Reading in High School (Indianapolis: The Bobbs-Merrill Company, Inc., 1964), p. 261.

teacher has fallen the task of teaching whatever reading is taught in most of our secondary schools."<sup>1</sup>

The English teacher, then, is a key figure in assisting students in the development of effective reading skills. He needs to prepare himself for systematic instruction of reading skills in general, and reading skills need for his subject, English, in particular. The English teacher must develop instructional materials, methods, and tools to meet the challenge of being a teacher of reading.

One cannot be a teacher in today's schools and be unaware of the ascendancy of audio-visual aids as instructional tools. Spache cautioned teachers to place the use of audio-visual aids for reading in proper perspective. "Audiovisual devices are not a way of teaching reading, as some users think, but merely a means to improving reading instruction."<sup>2</sup>

One visual aid which is becoming increasingly popular with teachers is the overhead projector. It is a useful and versatile teaching aid. The advantages for using the overhead projector are many.

1. The projector is in front of the class, enabling the teacher to maintain direct eye contact with the group.

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<sup>1</sup>Henry A. Bamman, Ursula Hogan, and Charles E. Greene, Reading Instruction in the Secondary Schools (New York: David McKay Company, Inc., 1961), p. 168.

<sup>2</sup>George D. Spache, Toward Better Reading (Champaign, Illinois: Garrard Publishing Company, 1963), p. 393.

2. The classroom need not be darkened during presentation, allowing the students to take notes.
3. The students have a clear view of what is projected rather than a blocked view, as is true when an instructor uses a chalkboard.
4. Class time can be saved. The teacher can prepare several transparencies for viewing before the session begins.
5. The overhead projector can be used with all age groups and for all school subjects.
6. The device is simple to operate and to maintain.
7. It lends itself to the development of programmed instruction.
8. The overhead projector permits variations and originality of presentation.
9. A wide variety of materials is in existence at a moderate price for use with the overhead projector.
10. Transparencies are easy to make, to transport, and to store.<sup>1</sup>

One recent publication devoted two chapters to the use of the overhead projector in language arts courses and to teach reading.<sup>2</sup> Its uses include vocabulary study, theme correction, the study of poetry, the teaching of grammar, the teaching of dictionary skills, the teaching of literary symbolism, and as a visual aid in oral story telling.

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<sup>1</sup>This list was adapted from Conrad Hugh Dean, "The Versatility of the Overhead Projector in Classroom Teaching" (unpublished Master's report, Kansas State University, Manhattan, Kansas, 1966), pp. 5-10.

<sup>2</sup>Morton J. Schultz, The Teacher and Overhead Projection (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965), Chapters 5-6.

Method of procedure. Publications by authorities on teaching reading and teaching English were examined. Attention was given to reading skills identified as those for which high school English teachers were responsible. Five reading skills from those so identified were selected for this study. The same literature was also investigated to discover teaching methods suggested for use in classroom instruction of the selected reading skills.

The investigator then developed overhead projection materials and teaching methods for presenting the selected reading skills to high school English students. Most of the material was presented by the investigator in the high school English classes which he teaches; some was not.

Limitations. This study was limited to (1) selecting reading skills to present to high school English students by the use of the overhead projector, (2) making transparencies for reading instruction in high school English classes, (3) presenting most of the prepared material to high school English students, and (4) making suggestions for the classroom use of materials which were not presented to high school English students. Other limitations of this study were (5) the materials and methods which were adapted and developed were restricted by the inventiveness of the investigator, and (6) no statistical study was made concerning the effectiveness of the material on the reading improvement of high school English students.

THE SELECTED READING SKILLS, THE DEVELOPMENT OF OVERHEAD  
PROJECTION MATERIALS FOR THEIR PRESENTATION,  
AND THE USE OF THE MATERIALS

Vocabulary Growth

Reading authorities examined for this study listed understanding word meanings as a vital reading skill for all high school students.<sup>1</sup> As a student advances in school and life, more and more demands are made upon him by his reading for information, analysis, and appreciation. He must have a constantly growing vocabulary, and he must know how to meet unfamiliar words in all of his reading activities.

Teachers ask two basic questions in regard to classroom work for vocabulary growth. (1) Can class instruction actually help students improve their vocabularies? (2) Which method is best to help students grow in their knowledge of word meanings? Spache made an observation pertinent to the first question.

The close relationship between word knowledge and intelligence might be interpreted to imply that direct efforts to improve vocabulary growth are pointless since it will grow only in direct proportion to the pupil's intelligence. When intelligence is distinctly limited, this implication is reasonably true, for real lack of verbal intelligence will limit the individual's ability to think with and understand words. On the other hand, when intelligence is adequate, continued growth in vocabulary can be fostered.<sup>2</sup>

The second question was answered by reading authorities who listed

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<sup>1</sup>Bamman, Hogan, and Greene, op. cit., p. 102; "Reading Skills and Methods of Teaching Them," op. cit., p. 237; Ruth Strang and Dorothy Kendall Brackan, Making Better Readers (Boston: D. C. Heath and Company, 1957), p. 112.

<sup>2</sup>Spache, op. cit., p. 377.

several methods of improving vocabulary growth in the classroom.

The methods most commonly listed were (1) the use of context clues, (2) analysis of the structure of words, (3) recognition of synonyms and antonyms, (4) the use of the dictionary, and (5) study of vocabulary word lists.<sup>1</sup> Most authorities examined emphasized that no one method is best or even adequate when used by itself.

The use of context clues and the analysis of the structure of words were selected for this study. Instructional materials and methods for using them were developed. The vocabulary lessons were presented in high school English classes.

Context clues for vocabulary growth. Hoyman wrote, "Students must come to realize that they can accurately interpret a word only by studying its physical, psychological, and verbal contexts."<sup>2</sup> Hayakawa said that words are symbols, and their only true definitions are the verbal and physical contexts in which they exist.<sup>3</sup> He further stated that "a writer of a dictionary is a historian, not a law giver."<sup>4</sup>

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<sup>1</sup>Karlin, op. cit., pp. 116-121; "Reading Skills and Methods of Teaching Them," op. cit., p. 240; Strang, McCullough, and Traxler, op. cit., pp. 9, 126, and 128.

<sup>2</sup>Verna A. Hoyman, "Interpretation of, and Reaction to, What Is Read in Grades Ten Through Fourteen," Promoting Maximal Reading Growth Among Able Learners, compiled and edited by Helen M. Robinson, Supplementary Educational Monographs, Number 51, Volume XVI, (Chicago: The University of Chicago Press, 1937), p. 81.

<sup>3</sup>S. I. Hayakawa, Language in Thought and Action (second edition; New York: Harcourt, Brace and World, Inc., 1963), p. 55.

<sup>4</sup>Ibid., pp. 54-55.

Students in high school should know how to use a dictionary for its many purposes, but they should realize that the definitions in dictionaries are historical and abstract. The word in its context is less abstract. Where it is possible to do so, then, words should be defined contextually.

There are certain clues, called context clues, often found in the verbal context surrounding an unfamiliar word. Context clues can assist a reader in his understanding of that word. Many of the authorities examined for this study listed specific context clues for classroom instruction. The vocabulary study sections of four high school English textbooks were examined also.<sup>1</sup> Each vocabulary study section contained lessons on using verbal context clues to improve vocabulary. From the suggestions made by reading authorities and the lessons presented in the textbooks, six context clues were selected to be used for this study.

1. The grammatical use of the word in a sentence is sometimes a clue.
2. Sometimes the context provides a clue by indicating that the unknown word is in contrast to some other word(s) in the sentence.

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<sup>1</sup>Henry I. Christ, Modern English in Action, Twelve (Boston: D. C. Heath and Company, 1965), pp. 5-6; Henry I. Christ, Margaret M. Starkey, and J. C. Tressler, Heath Handbook of English (Boston: D. C. Heath and Company, 1961), pp. 281-285; Richard K. Corbin and Porter G. Perrin, Guide to Modern English, 12 (Chicago: Scott, Foresman and Company, 1963), pp. 263-266; John E. Warriner and Francis Griffith, English Grammar and Composition (revised edition; New York: Harcourt, Brace and World, Inc., 1965), pp. 538-542.

3. Sometimes the context provides a clue by indicating that the unknown word is similar to some other word(s) in that context.
4. Sometimes the definition of a word is purposely supplied by the author.
5. Sometimes the whole sense of the context will supply the definition of a word.
6. Sometimes a person's own background of experience will help him define a word.

Overhead projection transparencies were prepared to assist the teacher in explaining the clues. Figures 1 through 6 are copies of the transparency masters which were used for this study. Each transparency has one clue and example sentences which contain words the students only occasionally encounter.

The transparencies were used by the investigator to introduce lessons on vocabulary growth by the use of context clues in his high school English classes. Each transparency was projected on a viewing screen. After a preliminary explanation of the context clue, the students were asked to define the unfamiliar words in the example sentences. They were also asked to tell how the context aided them in their definitions.

Context clues were introduced during fifteen minute periods in class sessions over a two weeks span. During the two weeks the lessons were reinforced by using the regular class reading assignments. The students were asked to define difficult words in their contexts and



CONTEXT CLUE 1. The GRAMMATICAL USE of the word in a sentence is sometimes a clue.

### EXAMPLES

1. There were MYRIAD possibilities in existence, but they were not unlimited.
2. The king will ABDICATE his rule over his people.
3. The ELIXER costs \$5.00.

FIGURE 1

CONTEXT CLUE AND EXAMPLE SENTENCES TO ILLUSTRATE THE  
"GRAMMATICAL USE OF THE WORD" CONTEXT CLUE

CONTEXT CLUE 2. Sometimes the context provides a clue by indicating that the unknown word is in CONTRAST to some other word(s) in the sentence.

### EXAMPLES

1. The PROLETARIATE in Czarist Russia did not have the advantages of the wealthy class of people.
2. His PSEUDONYM was O. Henry, but his real name was William Sydney Porter.
3. The LOQUACIOUS girl was rejected by her classmates, who preferred to hear themselves talk once in awhile.

FIGURE 2

CONTEXT CLUE AND EXAMPLE SENTENCES TO ILLUSTRATE THE  
"WORD IN CONTRAST" CONTEXT CLUE

CONTEXT CLUE 3. Sometimes the context provides a clue by indicating that the unknown word is SIMILAR to some other word(s) in that context.

### EXAMPLES

1. The man was a LEVIATHAN.  
He was huge.
2. The forest was SOMBER and dull.
3. DYNAMIC language, so full of power, characterizes his poetry.

FIGURE 3

CONTEXT CLUE AND EXAMPLE SENTENCES TO ILLUSTRATE THE  
"SIMILAR WORD" CONTEXT CLUE

CONTEXT CLUE 4. Sometimes the definition of a word is purposely SUPPLIED by the author.

### EXAMPLES

1. One of the tablets which was used in the experiment is MEPROBAMATE, a widely used tranquilizer.
2. At its APOGEE, the point in its orbit most distant from the earth, Explorer I was 1800 miles in space.
3. Pulmonary emphysema attacks the ALVEOLI, tiny air sacs of which the lung is partly composed.

FIGURE 4

CONTEXT CLUE AND EXAMPLE SENTENCES TO ILLUSTRATE THE  
"AUTHOR SUPPLIED MEANING" CONTEXT CLUE

CONTEXT CLUE 5. Sometimes the WHOLE SENSE of the context will supply the definition of a word.

### EXAMPLES

1. The DISINTEGRATION of the man's character is difficult to believe. He had been so strong of will and purpose. Now he seems weak and without direction or interest.
2. It is a place of PARADOXES: a border town of booming commerce and wretched slums, of leather-faced ranchers and barefoot children, of Kiwanis luncheons and welfare lines.

FIGURE 5

CONTEXT CLUE AND EXAMPLE SENTENCES TO ILLUSTRATE THE  
"WHOLE SENSE OF THE CONTEXT" CONTEXT CLUE

CONTEXT CLUE 6. Sometimes a person's own BACKGROUND OF EXPERIENCE will help him define a word.

### EXAMPLES

1. The man entered the TONSORIAL shop to get his hair cut.
2. The crow's RAUCOUS call alerted the whole flock.
3. The priest showed COMPASSION for the troubled boy.

FIGURE 6

CONTEXT CLUE AND EXAMPLE SENTENCES TO ILLUSTRATE THE  
"BACKGROUND OF EXPERIENCE" CONTEXT CLUE

to explain what clues in the contexts aided them in their definitions. This same reinforcement activity continued in the class after the formal introduction of the context clues had ceased.

The analysis of the structure of words for vocabulary growth.

Structural analysis is the defining of words according to the meanings of their affixes and roots. Carter stated, "Structural analysis is helpful in the study of words, for meaning can generally be determined from a knowledge of prefixes, stems, and suffixes."<sup>1</sup> The teacher's task becomes one of bringing to his classes lessons on structural analysis which are neither so simple that they are superficial, nor so complicated that they are overwhelming. He must present his lessons in such a way that they enrich rather than detract from the good which structural analysis can do a student.

One high school English textbook examined for this study listed forty-one prefixes, sixty-seven suffixes, and ninety-seven roots.<sup>2</sup> The affixes and roots were catagorized according to language derivation, and the suffixes were catagorized as suffixes to nouns, verbs, adjectives, and adverbs. Presented in such a complex fashion, structural analysis could become a hinderance to effective vocabulary growth in high school English classes.

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<sup>1</sup>Homer L. J. Carter, "Helping Students to Read Scientific Material," in Reading in the Secondary Schools, M. Jerry Weiss, ed. (New York: The Odyssey Press, Inc., 1961), p. 344.

<sup>2</sup>John E. Warriner and Francis Griffith, English Grammar and Composition (revised edition; New York: Harcourt, Brace and World, Inc., 1965), pp. 552-559.

A much simpler presentation of structural analysis of words was developed by James I. Brown. Brown's presentation consisted of fourteen Master Words which contain most important prefixes and roots in the English language. The Master Words serve as keys which assist a student in discovering word meanings. Brown presented the Master Words on a chart which lists prefixes (with alternate spellings), meanings of prefixes, the Master Words, word roots (with alternate spellings), and the meanings of the roots. He also presented a six step study plan for using the Master Words chart for vocabulary study.<sup>1</sup>

Overhead projection transparencies were prepared for class presentation of the Master Words chart. Figure 7 is a sample taken from the transparency master of the Master Words chart. The chart and the six step study plan were duplicated on paper for class distribution.

Brown's plan for vocabulary growth was presented by the investigator in his English classes during the semester following the introduction of context clues. The transparencies were used for the introduction of the lessons and for visual reference during the discussion of the lessons. The duplicated chart and study plan were used for individual study. Fifteen minutes each day for three weeks was used for the presentation. During the three week period, and for about three weeks following it, the students' attention was

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<sup>1</sup>James I. Brown, Efficient Reading (Boston: D. C. Heath and Co., 1952), pp. 42-43.



Prefix	other Spellings	Meaning	MASTER WORD	Root	other Spellings	Meaning
de-	---	down or away	DETAIN	tain	ten, tin	to have or hold
inter-	---	between	INTERMITTENT	mitt	miss, mis, mit	to send

FIGURE 7

SAMPLE TAKEN FROM JAMES I. BROWN'S MASTER WORD CHART  
FOR STRUCTURAL ANALYSIS OF WORDS

systematically drawn to words in their regular assigned reading which could be analyzed by using Brown's chart. Thereafter, on a regular basis, the students were asked to be alert to words in their reading which could be so analyzed. Class discussion of words was frequent and sometimes spontaneous.

### Reading Rates

Recent popularity of "speed reading" has caused reading authorities to look closely at the various reading speeds, or rates, which people use. One authority stated, "It is vitally important for him [the student] to understand that he must suit his rate to his purpose, the complexity of the treatment, and the familiarity of the material."<sup>1</sup> A second consideration is implied in that statement. A student's ability to comprehend the material will greatly affect his rate of reading it.

For the purpose of this study a chart of reading rates was adapted.<sup>2</sup> The reading rate chart includes titles given to various reading rates, brief discussions of the purposes for using the various rates, and suggestions of different materials for which each rate would be appropriate.

The adapted chart was imposed upon a transparency which was used by the investigator in his English classes. Figure 8 is a copy

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<sup>1</sup>Bamman, Hogan, and Greene, op. cit., p. 117.

<sup>2</sup>Ruth Strang and Dorothy Kendall Brackan, Making Better Readers (Boston: D. C. Heath and Company, 1957), p. 120.

## READING RATES

<u>RATE</u>	<u>PURPOSE</u>	<u>MATERIAL</u>
1. SKIMMING	TO SURVEY TO FIND MAIN IDEA	EASY MATERIAL OR MATERIAL TO BE ORGANIZED
2. SCANNING	TO LOCATE INFORMATION	DIRECTORY ENCYCLOPEDIA
3. SPEEDED READING	FOR CERTAIN DETAILS OR MAIN IDEAS	NEARLY ANY EXPOSITORY MATERIAL
4. STUDY READING	FOR MAXIMUM UNDERSTANDING	TEXTBOOKS TECHNICAL ARTICLES
5. REFLECTIVE READING	TO FOLLOW DIRECTIONS TO REFLECT TO ENJOY TO EVALUATE	DIRECTIONS EDITORIALS POETRY DRAMA

FIGURE 8

READING RATES CHART

of the transparency master of the reading rates chart. It was used as a visual outline for a brief discussion of the importance of suiting reading rate to purpose for reading and material to be read.

Under direction of the teacher the students practiced scanning one Reader's Digest article for specific facts which had been predetermined by the teacher. A second article in that same magazine was skimmed, within a time limit, for general content. The students then prepared a list of questions that, in their opinions, might be answered in that article. No further activities involving scanning were carried on. Practice in skimming, however, was continued in conjunction with the SQ3R method of study which is discussed in the next section of this report. Students utilized study reading in conjunction with the SQ3R method of study also. There was no practice on either speeded or reflective reading for this study.

#### SQ3R Method of Study

The expression "method of study" in this report means a method of studying informative material which might be included as assigned textual or supplemental reading in many secondary school courses. All reading authorities examined included study methods among reading skills identified as essential for all high school students. "If an individual is to make use of his reading, he needs skills that are generally designated as study skills."<sup>1</sup> There are several suggested schemes

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<sup>1</sup>Strang, McCullough, and Traxler, op. cit., p. 388.

for study methods. Among them is the SQ3R (Survey, Question, Read, Review, and Recite) method of study.<sup>1</sup>

Ideally, SQ3R, or another study method, should be introduced very early in a student's school life. It should certainly be introduced to high school students early in their first year. Much use can be made of the SQ3R method of study in social studies, some science courses, some commerce courses, as well as English. In high school English classes SQ3R is especially useful to students when they are studying explanatory textbook material, readings on language, readings in literary criticism, and magazine articles. It is not recommended for use when studying poetry, fiction, or drama.

For this study six transparencies were prepared to be used as visual aids during the introduction of the SQ3R method of study to high school students. One transparency was made with overlays which allowed the teacher to introduced the letters S, Q, R, R, and R vertically on the viewing screen and then reveal the five words: Survey, Question, Read, Review, and Recite one at a time as he discussed this method of study with his classes. Figure 9 is a representation of that transparency. The remaining five transparencies were used individually as outlines to accompany a comprehensive discussion of the five point study method. Figures 10 through 14 are copies of the transparency masters of those five outlines.

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<sup>1</sup>Francis P. Robinson, Effective Study (New York: Harpers, 1961), pp. 29-30.

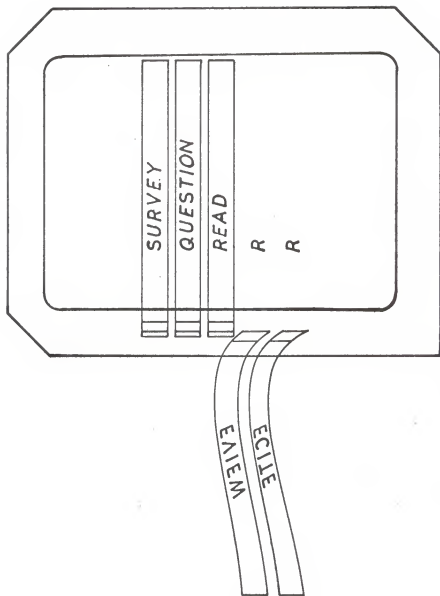


FIGURE 9  
INTRODUCTORY SQ3R TRANSPARENCY WITH OVERLAYS

To Survey material (Figure 10) the student skims the material. He carefully reads the title, the first and summary paragraphs, and any subtitles. A survey should help a student in establishing a purpose for reading the material. His skimming of the material will orient the student to its contents.

Question (Figure 11) refers to the fact that simultaneously with the survey and following the survey, a student should reflect on what he would like to gain from the study of the material and what his survey indicates to him the author is likely to have written. The student should put his ideas in the form of questions that he wants answered by the material.

Read (Figure 12) indicates that the student is to read the assignment carefully, keeping in mind the questions which he has just asked.

Review (Figure 13) means that a student decides if previously asked questions were answered by his reading of the material. He also should reflect on any other ideas which his reading revealed. If his review of the information is unsatisfactory to him, he should read portions of the material again.

Recite (Figure 14) means that the student verbalizes the information in his own words. He may write a summary, develop a written outline, write some notes to himself, or orally repeat the main ideas to himself.

The SQ3R method of study was introduced by the investigator to his classes during the early part of the second semester of the 1966-

## SURVEY

READ TITLE  
READ FIRST PARAGRAPH  
READ SUBTITLES  
READ SUMMARY PARAGRAPH  
REFLECT ON PREVIOUS KNOWLEDGE  
RELATE TO PAST ASSIGNMENTS

## FIGURE 10

DISCUSSION OUTLINE FOR THE FIRST STEP, SURVEY,  
IN THE SQ3R METHOD OF STUDY



## QUESTION

WHAT QUESTIONS DOES YOUR  
SURVEY LEAD YOU TO ASK?

WHAT QUESTIONS DOES YOUR SURVEY  
LEAD YOU TO BELIEVE THE  
AUTHOR WILL ANSWER?

CHECK ESPECIALLY

1. TITLE
2. SUBTITLES
3. FIRST PARAGRAPH
4. SUMMARY PARAGRAPH

FIGURE 11

DISCUSSION OUTLINE FOR SECOND STEP, QUESTION,  
IN THE SQ3R METHOD OF STUDY

READ  
SPEED  
INTENSIVENESS  
DETERMINED BY

- I. SURVEY
  - A. RELEVANCE OF TOPIC
  - B. DIFFICULTY OF MATERIAL
2. QUESTIONS
  - A. GENERAL IDEAS
  - B. SPECIFIC POINTS

FIGURE 12

DISCUSSION OUTLINE FOR THE THIRD STEP, READ,  
IN THE SQ3R METHOD OF STUDY

## REVIEW

DID THE MATERIAL ANSWER THE  
QUESTIONS ASKED

1. PRIOR TO READING?
2. DURING READING?

FIGURE 13

DISCUSSION OUTLINE FOR THE FOURTH STEP, REVIEW,  
IN THE SQ3R METHOD OF STUDY

## RECITE

VERBALIZE THE CONTENT OF THE  
SELECTION IN YOUR OWN WORDS.

1. OUTLINE
2. SUMMARIZE
3. ORALLY RECITE
4. MENTALLY RECALL

FIGURE 14

DISCUSSION OUTLINE FOR THE FIFTH STEP, RECITE,  
IN THE SQ3R METHOD OF STUDY

1967 school year by the method suggested above -- discussion reinforced by transparency visuals. Directed practice in using the SQ3R method of study in the manner previously suggested was given to the students. For that practice they used their literature textbooks and Reader's Digest magazines.

A student's attitude toward assigned reading is a deciding factor in the value he will receive from those assignments. In order for a student to clarify his attitudes toward assignments, it is helpful to him to understand his teacher's attitudes toward the assignments. The introduction of a method of study early in the school year indicates to him the teacher's feeling concerning his desire for the student to understand assigned reading. If the teacher then follows reading assignments with several types of evaluation, including written summaries, written outlines, oral class discussion, and written quizzes, the student will be encouraged to read for understanding, and reading for understanding is the purpose of the SQ3R method of study.

#### Organizing Ideas in Informative Material

Reading and understanding informative materials involves many comprehensive reading skills. Massey and Moore suggested that among other skills necessary for a student to acquire, he must be successful in "noting central ideas, subordinate ideas, relevant and irrelevant ideas, supporting and non-supporting ideas."<sup>1</sup> Those skills are

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<sup>1</sup>Will J. Massey and Virginia D. Moore, Helping High School Students To Read Better (New York: Holt, Rinehart and Winston, Inc., 1965), p. 24.

important whether the informative material being studied is a paragraph or a larger piece of writing consisting of many paragraphs, even several chapters.

Finding main and subordinate ideas in paragraphs. Well written informative paragraphs contain one basic idea and supporting or explanatory material for that idea. Spache said,

The recognition that a paragraph is a unit of meaning, that it usually has one central thought is not commonly realized by young readers, although they can recall the literal meaning of the group of sentences. Paragraphs are a complex unit and skill in recognizing their main ideas matures more slowly than the ability to repeat the details.<sup>1</sup>

High school English students need to have guided practice in identifying the main and subordinate ideas in paragraphs. The first step, of course, is for the students to read good informative paragraphs. They must then analyze them to determine what one central thought runs through each paragraph. One authority suggested that one way a teacher can help guide students in their analysis is to prepare a list of sentences which contain the various ideas expressed in a given paragraph. The students then choose the one sentence which best expresses the main idea of the paragraph.<sup>2</sup>

For this study a five paragraph essay on the subject of writing

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<sup>1</sup>Spache, op. cit., p. 70.

<sup>2</sup>"Teaching Essential Reading Skills," Bulletin of the NASSP in Reading in the Secondary Schools, M. Jerry Weiss, ed. (New York: The Odyssey Press, Inc., 1961), p. 315.

was chosen for students to examine.<sup>1</sup> The essay was imposed on overhead projection transparencies. Figure 15 is a copy of the transparency master of the first paragraph of that essay. The essay was also duplicated on paper for distribution to students for close study.

Five exercises, one for each paragraph, were prepared to give students practice in identifying the main and supporting ideas in the paragraphs of the essay. The exercise for each paragraph consists of three sentences, one which states the main idea in the given paragraph and two which state ideas in the paragraph but not the main idea. The student is instructed to choose the sentence which best states the main idea of the paragraph. He is also instructed to identify briefly the elements in the paragraph which support and/or explain the main idea.

Each exercise was placed on a transparency. Figure 16 is a copy of the transparency master of the exercise which accompanies the first paragraph of the essay. The essay is to be shown to the students on a viewing screen and read aloud. After the essay has been read the students are to work each exercise (Figure 16) as it is shown on the screen. The projected paragraphs and exercises should then be discussed by the class.

Finding main and subordinate ideas in an essay. The study of essays for main and subordinate ideas should follow the study of

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<sup>1</sup>John E. Warriner, Richard M. Ludwig, and Francis X. Connolly, Advanced Composition: A Book of Models for Writing (New York: Harcourt, Brace and World, Inc., 1961), pp. 2-3.

In undertaking any writing assignment, you will want to progress by several stages. You will not want to plunge into your subject at once, uncertain of where you are going. If you do this, your essay will be built on shifting ground, a house of words with a weak foundation. Suppose, for example, that your assignment is to describe a memorable personal experience. As a subject you have chosen your first journey alone away from home. As a working title you have chosen "Stranger on a Train." How shall you begin?

FIGURE 15

FIRST PARAGRAPH FROM THE ESSAY USED FOR FINDING  
MAIN IDEAS IN PARAGRAPHS EXERCISE



Which sentence below best states the main idea of the paragraph?

- A. In describing a personal experience you need to plan your writing.
- B. Any writing assignment takes planning.
- C. After your title has been chosen you will then begin to write.

State very briefly the most important elements in this paragraph which support or illustrate the main idea.

FIGURE 16

EXERCISE WHICH ACCOMPANIES THE PARAGRAPH  
SHOWN IN FIGURE 15

paragraphs above. Students need to understand that as the thoughts in a paragraph tend to add up to the central thought of that paragraph, the main ideas of paragraphs tend to add up to the central thought in longer works.

In order for students to understand that idea, the essay on writing which was used in the previous section of this report was used also for this part of the study. A summary paragraph was written which contained all of the main ideas of the five paragraphs of the essay. The summary paragraph was imposed on an overhead projection transparency. Figure 17 is a copy of the transparency master of the summary paragraph.

An exercise similar to the ones in the previous section of this report was developed to give students the opportunity to select from three sentences the sentence which states the main idea of the summary paragraph and thus the main idea of the essay. That exercise was imposed on an overhead projection transparency. Figure 18 is a copy of the transparency master of that exercise.

In making the presentation to students the summary paragraph should first be shown on the viewing screen. The teacher should explain how the paragraph was developed and for what purpose. Next, the exercise should be projected and the students instructed to select the sentence which states the main idea of the paragraph best. After that has been done, the summary paragraph and the exercise should once again be viewed as a focal point for class discussion on the problem just completed.

#### Finding main ideas in writing by composing newspaper headlines.

One authority suggested that high school students could learn to

In undertaking any writing assignment, you will want to progress by several stages. First, you will want to recall and make notes on specific details. Second, you will want to decide in what order you will use this material. Third, you need to decide where your main emphasis will lie. All these steps involve clear thinking. In fact good writing begins with clear thinking.

FIGURE 17

SUMMARY PARAGRAPH USED FOR FINDING MAIN  
IDEAS IN ESSAYS EXERCISE

Which sentence below best states the main idea of the paragraph ?

- A. Good writing begins with clear thinking.
- B. Good writing takes careful planning and clear thinking.
- C. Good writing takes careful planning.

State very briefly the most important elements in this paragraph which support or illustrate the main idea.

FIGURE 18

EXERCISE WHICH ACCOMPANIES THE SUMMARY  
PARAGRAPH SHOWN IN FIGURE 17

discover main ideas in informative material by writing headlines for newspaper articles.<sup>1</sup> Writing headlines forces a person to be accurate in identifying main ideas and succinct in presenting them.

For this study nine newspaper articles without their headlines were duplicated on paper for class distribution and study. The articles included a one sentence report on a coal mine explosion in Spain, sports articles, a current world news item, a special feature article, and two human interest stories. The original newspaper headlines were clipped and imposed on an overhead projection transparency. Figure 19 is a representation of the newspaper headline transparency.

When this activity was used in the investigator's English classes, the duplicated news articles were distributed to students who were instructed to write headlines for them. Instructions were given that the headlines must state accurately and briefly the main idea of each article. After the students had written their headlines the transparency with the newspaper headlines was projected. The class discussed both the student-made headlines and the journalist-made headlines in terms of how each stated the main ideas of the news stories. Strengths and weaknesses of both were considered.

#### Understanding the Short Story

"The short story is one of the most popular literary forms in

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<sup>1</sup>J. N. Hook, The Teaching of High School English (third edition, New York: The Ronald Press, 1965), p. 174.

Time Runs Out For Miracle

WICHITA TOPPLES  
RAMBLERS, 90-82

Owners Rifle Home  
After Selling Task

Hawaii Toppled  
By North Texas

Family Fills  
Cabs to See  
Pop Graduate

Bohnenstiehl  
Enters Hospital

Caution Urged  
In Settlement  
Of War in Viet

Islands Getting  
Self-Government

Blast Kills Miners

FIGURE 19

REPRESENTATION OF THE NEWSPAPER  
HEADLINE TRANSPARENCY

high school English classes."<sup>1</sup> Nearly every high school literature anthology includes an abundance of short stories. Roger B. Goodman, editor of a recent short story collection, listed several special qualities of the short story: its brevity, its single focus, and its precision of expression.<sup>2</sup> Karlin suggested that teachers should help their students to understand how short story authors develop conflict and crisis, to discover theme in short stories, and to analyze the interaction of characters.<sup>3</sup> With Goodman's list of qualities of short stories and Karlin's suggestions in mind, a series of three overhead projection transparencies was developed to be used as an aid during an introductory discussion of short stories in high school English classes. Figures 20 through 22 are copies of the transparency masters used for preparing those aids.

The first transparency (Figure 20) discusses characteristics of the short story. The teacher should emphasize that, in general, a short story has few characters, a limited setting, and few incidents. The action of a short story usually takes place in a limited amount of time.

The second transparency (Figure 21) is used to help students identify the themes of short stories. Students need to analyze and

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<sup>1</sup>Bamman, Hogan, Greene, op. cit., pp. 181-182.

<sup>2</sup>Roger B. Goodman (ed.), World-Wide Short Stories (New York: Globe Book Company, 1966), pp. ix-xi.

<sup>3</sup>Karlin, op. cit., pp. 174-175.

# READING SHORT STORIES

## CHARACTERISTICS

1. Few Characters
2. Limited Time
3. Limited Setting
4. Few Incidents

FIGURE 20

CHARACTERISTICS OF THE SHORT STORY



## READING SHORT STORIES

FIND THE THEME

1. Note The Title
2. Understand The Characters
3. Recognize The Setting And  
Atmosphere
4. Follow The Plot
5. Analyze The Tone

FIGURE 21

FINDING THE THEME IN SHORT STORIES

understand the following elements of short stories in order to identify theme: title, characters, setting, atmosphere, plot, and tone.

The last transparency in the series (Figure 22) reminds the students that the life of the story is in the interaction of characters, the acceptability of the tale, and finally, the author's style.

This series of transparencies is not meant to be a complete guide to the understanding of all short stories. Some short stories focus attention on a setting or an incident, making the characters secondary. Some short stories have action which covers several years. As a general visual reference to understanding short stories, however, this series of transparencies may help students to remember much of what they have already learned in previous years and to focus attention on some previously overlooked ideas pertaining to the understanding of short stories.

#### SUMMARY AND RECOMMENDATIONS

Summary. High school English teachers have responsibilities in reading instruction in the classroom. They must prepare materials and methods to give students systematic instruction and practice in sharpening their reading skills.

This paper has presented five reading skills from the many which have been identified by reading authorities as important for high school English students. Those presented were vocabulary growth, reading rates, the SQ3R method of study, organizing ideas in informative reading, and understanding the short story. Methods for their use in

## READING SHORT STORIES

REMEMBER

The Life Of The Story Is In The

1. Interaction Of Characters
2. Acceptability Of Tale
3. Author's Style

FIGURE 22

REMINDER OF THE SPECIAL QUALITIES  
OF THE SHORT STORY

reading instruction with the aid of the overhead projector were presented. Where appropriate, the investigator's experience with the described classroom presentations was reported. In the cases of reading skill lessons which were not presented by the investigator in his English classes, suggestions were made for their presentation to high school English students. No evaluation of the effectiveness of the material and methods of presentation was made.

Recommendations. This study was only the beginning of what should be a continuing process of investigation. Future investigators and classroom teachers should develop additional materials for use in the instruction of such reading skills as finding irrelevant statements in paragraphs, differentiating between fact and opinion, recognizing literal meanings of statements, understanding implied meanings of statements, reading poetry orally, and many others. Teachers should learn to develop their own materials. They should use the textual and supplemental reading matter which they normally use in their courses. The students can then understand that their practice with reading skill improvement materials is immediately put to an important use. A statistical evaluation of the uses of the materials and methods presented in this paper is also recommended in order to determine their effectiveness on the reading improvement of high school English students.

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USE OF THE OVERHEAD PROJECTOR FOR THE INSTRUCTION  
OF FIVE SELECTED READING SKILLS IN  
HIGH SCHOOL ENGLISH CLASSES

by

HARRY ARCHER LIVERMORE

B. A., McPherson College, 1959

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1967



In addition to instruction in the subject matter of their courses, high school English students need to be provided with instruction in reading skills necessary for studying that subject matter. High school English teachers must prepare materials and methods for systematic reading instruction in their courses. One aid for such instruction, the overhead projector, has been found to be a very versatile classroom tool. It is useful to all teachers and for all subjects, including reading skills.

Many reading skills have been identified as skills to which high school English students should be introduced, reintroduced, and given an opportunity to practice. Five reading skills so identified were selected for this study. They include vocabulary growth, reading rates, the SQ3R method of study, organizing ideas in informative reading, and understanding the short story. Overhead projection materials and methods for their presentation in high school English classes were developed. Where appropriate, the investigator's experience with the described classroom presentations was reported. In the cases of reading skill lessons which were not presented in the investigator's English classes, suggestions were made for their presentation to high school English students. No statistical study was made concerning the effectiveness of the material and methods on the reading improvement of high school English students.

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